

CREATIVITY, INSPIRATION AND INNOVATION (CII)

Week 6: Crystalize Idea and Formulate Action Plan

STAGE 1: DESIRED RESULTS

Curriculum Frameworks & Standards

#1: *21st Century Student Expectations for Student Learning*

Key Ideas

#2: *21st Century Student Expectation for Student Learning*

Development of Creative Thinking and Problem Solving

#2: *21st Century Student Expectations for Student Learning*

Development of Critical & Analytic Thinking

Enduring Understandings

An idea is only an idea until you take action and make it real.

“If you can dream it, you can do it.” - *Walt Disney*

Essential Questions

How does an idea become a final product?

Content

Student will know that ...

- questioning an idea adds depth and breadth.
- establishing an action plan is a road map to success.

Skills

Students will be able to...

- create a visual representation of their idea.
- generate a fishbone analysis
- perform a S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats) analysis.
- formulate an action plan

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STAGE 2: ASSESSMENT EVIDENCE

FINAL ASSESSMENT for Week 6 - Formulate Action Plan

Student develops a plan of action for their showcase idea. See the action plan template. The plan addresses:

- Who
 - will benefit from their idea?
 - is necessary to make their idea happen?
 - who are their resources?
 - who will resist or need to be convinced?

- What
 - resources are available?
 - might you need to learn?
 - needs to be done in the short, medium, and long term?
 - funding do you need?
 - will it cost to produce?
 - will people be willing to pay?

- When
 - will people be available for assistance?
 - must you be done?

- Where
 - do you begin?
 - can you access materials?

- Why
 - is your idea innovative?
 - will people want to invest in your idea?
 - will people use your idea?

- How
 - will you contact people to assist?
 - will you gather materials?
 - will you produce your idea?
 - will you let people know about your idea?
 - will you get people excited about your idea?

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STAGE 3: LEARNING ACTIVITIES

DAY 1

Lesson Objective:

Explore the vision - Identify the goal, wish or challenge

Activities:

Warm-up: “Quick Think” What is the 3 I’s tool and what is it’s purpose”?

Discuss responses with the class.

Primary: Students converge their “possibilities log” by highlighting their top 10. Then explore the internet to see if the idea exists. All existing ideas are excluded.

Once they have narrowed the ideas to ones that do not exist, converge by using the “3 I’s technique”.

In journal, based on outcome of “3 I’s” student should select the one idea that most interests them and generate a goal statement or challenge to address.

Wrap-up: On the Showcase Prep Worksheet student should complete “A. Does your idea exist”?

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DAY 2

Lesson Objective:

Gather data to develop a clear understanding of the challenge.

Activities:

Warm-up:

Primary: Brainwriting Activity (modified from CPSG pg. 27)

At the top of a piece of paper have each student type the name of their creation and a description of the idea at the top of the paper. The majority of the page should be blank. Typing is helpful so students don't recognize each others handwriting.

Make sure students do not write their names on the papers.

Collect the papers and mix them up.

Explain to students that they will each receive a paper, they are to read the description and write a question that will allow the creator to think more deeply about their product/design.

Each student will be given 1 minute to come up with a question then all students will pass the paper to the right.

When completed each student will get their idea sheet back and review the feedback.

Then pass out the papers to each student making sure they do not get their own. Start the clock.

Wrap-up: On the Showcase Prep. Worksheet student should complete "B. Peer Evaluation".

Resources:

- Paper for each student
- Computer
- Pen/pencil for each student

Assessment:

Showcase Prep. Worksheet

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DAY 2

Lesson Objective:

Gather data to develop a clear understanding of the challenge.

Activities:

Warm-up: In your journal, make a list of all the resources you have available to you to find out information about your idea. Include people, places, published, video, audio, etc.

Primary: Diverge - Brainwriting, 5 W's & H

In a Google Doc have students ask and answer questions related to their idea. At this point they can use available resources. Get them started with sample questions and have them generate their own.

Who

- will benefit from their idea?
- is necessary to make their idea happen?
- who are their resources?
- who will resist or need to be convinced?

What

- resources are available?
- might you need to learn?
- needs to be done in the short, medium, and long term?
- funding do you need?
- will it cost to produce?
- will people be willing to pay?

When

- will people be available for assistance?
- must you be done?

Where

- do you begin?
- can you access materials?

Why

- is your idea innovative?
- will people want to invest in your idea?
- will people use your idea?

How

- will you contact people to assist?
- will you gather materials?
- will you produce your idea?
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Students should complete section C of the Showcase Prep. Worksheet.

Wrap-up: Converge - After generating the list students should highlight the information that is most significant and describes success.

Resources:

Computer/iPad

Google Doc.

Showcase Prep. Worksheet

Assessment:

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START HERE: Step 3. Formulate Challenges

DAY 3

Activities:

Warm-up:

Primary: Provide each student with an 11"x17" piece of paper. Have them divide it into 4 quadrants.

Have the student draw their product from several different views, front, back, left side, right side, top and bottom. Then have them imagine they have sliced it in half and draw what they see on the inside.

For students that are creating a service have them examine the service from the perspective of the employees, the government, the local community, young children, teens, young adults, adults, the elderly, the environment etc...

This should provide the student with 8 different views.

Wrap-up: Neighbor "Share-Talk".

Have each student show their drawings to another student and get feedback.

Have them write down three things they learned from the "Share-Talk".

Resources:

- images for opening discussion
- 11"x17" piece of paper for each student
- pencils/crayons/colored pencils for each student

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DAY 3

Lesson Objective:

Exploring resources

Activities:

Warm-up: Private-eye - Have each student select a plastic jewelers loupe and an object from the specimen box.

Have the student put the object on their desk and in their journal jot down what they see. Encourage them to use descriptive adjectives.

Then have students examine the object an inch away and in their journals jot down adjectives describing what they see.

Finally have students use the jeweler's loupe to examine the object closely and jot down adjectives describing what they see.

Have students review their observations and write a brief statement describing the difference between their initial observations and their final observations.

Discuss with the class.

Primary: Have students examine their drawings and feedback from the previous day and in their journals (or on the computer, which ever works for the student) perform divergent questioning and respond.

- Who might assist or resist in product development?
- Who might like this product/service?
- Who might dislike this product/service?
- What physical resources are necessary to develop this product/service?
- What time resources are required to develop this product/service?
- What financial resources are required to develop this product/service?
- What is the first thing that needs to be done?
- What are all the steps in the process from design to production to demonstration?
- When do you need to be done?
- When are people available to help?
- Where can money come from?
- Where are the people that can help?
- Why does your product/service matter?
- Why will people want your product/service?
- How can you connect with people to help?
- How can you communicate your idea?

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- How much time do you have to build?
- How much money will it cost?
- How do you get the materials you need to build?

Wrap-up: Share their list with another student. Have that student add three more questions.

Resources:

- Black plastic jewelers loupe for each student
- Private-eye specimen box filled with materials enough for class
- Computer for each student (or iPad)

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DAY 4

Lesson Objective:

Performing a S.W.O.T. analysis on the product or service to minimize risks and maximize opportunities.

Activities:

Warm-up: Have motivational sayings all around the room.

1. "Our greatest weakness lies in giving up. The most certain way to succeed is to try one more time." - *Thomas Edison*
2. "With the new day comes new strength and new thoughts." - *Eleanor Roosevelt*
3. "Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence." - *Helen Keller*
4. "What you get by achieving your goals is not as important as what you become by achieving your goals." - *Henry David Thoreau*
5. "If you don't like something, change it. If you can't change it, change your attitude. Don't complain." - *Maya Angelou*
6. "Setting goals is the first step in turning the invisible into the visible." - *Tony Robbins*
7. "Knowing is not enough; we must apply. Willing is not enough; we must do." - *Johann Wolfgang von Goethe*
8. "If you want to conquer fear, don't sit home and think about it. Go out and get busy." *Dale Carnegie*
9. "Go for it now. The future is promised to no one." *Wayne Dyer*
10. "Your talent determines what you can do. Your motivation determines how much you are willing to do. Your attitude determines how well you do it." *Lou Holtz*
11. "While intent is the seed of manifestation, action is the water that nourishes the seed. Your actions must reflect your goals in order to achieve true success." *Steve Maraboli*
12. "We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities." *Ralph Waldo Emerson*
13. "You don't have to be great to start, but you have to start to be great." - *Zig Ziglar*
14. There will be obstacles. There will be doubters. There will be mistakes. But with hard work there are no limits. - *Unknown*
15. "Your future is created by what you do TODAY (not tomorrow)." - *Unknown*
16. "Stop wishing, start doing." - *Unknown*
17. "Mistakes are proof that you are trying." - *Unknown*
18. "It's hard to beat a person who never gives up." - *Babe Ruth*
19. "If you dream it, you can do it." - *Walt Disney*
20. "To live a creative life, we must lose our fear of being wrong." - *Unknown*
21. "All dreams can come true if you have the courage to pursue them." - *Walt Disney*
22. "When you give your all, things get done." - *Unknown*

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Have students select a quote that is meaningful to them. Then have them find a picture that inspires them and put the words of the quote over the picture.

Once completed they should print it on a color printer and put it on the cover of their journal (or some other prominent location).

Primary: Instruct [S.W.O.T. analysis](#).

Wrap-up: ?

Resources:

- Inspirational quotes
- Computer

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DAY 5

Lesson Objective:

Students converge their divergent questions in the generation of a S.W.O.T. analysis for their product/service.

Activities:

Warm-up: “Quick Think” - Have student write down the acronym S.W.O.T. and identify what each of the letters stand for. Then have students in a sentence or two describe how doing a SWOT analysis will be useful.

Primary: Give students an 11”x17” piece of paper. Have them fold it into quadrants. At the top of each quadrant add a SWOT label.

Students are to complete a the analysis for their product/service. When done they should to a “Talk-Share” with a mentor and see if there is anything else they might add or modify.

Wrap-up: Have the students respond to the following prompt, “Which part of the SWOT analysis was most difficult and why?”

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DAY 6

ASSESSMENT

Students are to review their divergent question and answers and their convergent SWOT analysis and generate an action plan using the action plan template.